

## **Vermont 21<sup>st</sup> Century Community Learning Centers (CCLC) Site Monitoring and Improvement Process**

**To:** Vermont 21<sup>st</sup> CCLC Grantees

**Re:** Site Improvement Process

**Date:** January 2, 2008

The following pages outline the VT21C site visit improvement process. Participation is required for 21<sup>st</sup> CCLC grantees within their first year of operation, when project experience a change in project leadership, and as possible throughout the timeframe of their grant. Site visits are also available to all other interested projects in Vermont on a first come, first serve basis.

The spirit of the improvement design is to work collaboratively with the Vermont Department of Education, 21<sup>st</sup> CCLC staff and stakeholders on the local level, and 21<sup>st</sup> CCLC peers to address the challenges facing individual 21<sup>st</sup> CCLC programs and to set, achieve, and maintain high-quality standards for afterschool in Vermont.

### **What do I need to do?**

1. **Choose a date for a site visit.** We are scheduling site visits for winter and spring 2008. Meetings with visiting teams usually run from 12noon-5:00 p.m., but visiting times can be designed to fit the needs of your program. You may sign up for a particular week and date by e-mailing Holly Morehouse at [holly.morehouse@state.vt.us](mailto:holly.morehouse@state.vt.us).
2. **Prepare pre-visit materials.** Each site is required to submit four items to Holly Morehouse at least two weeks before their scheduled visit. These materials will be shared with all members of the visiting team and are meant to familiarize team members with your program. The required materials are based on annual reporting requirements for 21<sup>st</sup> CCLC programs. Required pre-visit materials include:
  - a. **AfterSchool Quality Assessment Tool** - Using the attached tables rate your project in each of the ten quality areas. It is often most useful to have multiple stakeholders complete the self-assessment and compare results. When rating, note that the column for comments may often provide more information than the numerical rating itself. We will use these tables to frame our discussions during the visit.
  - b. **Program Summary Table** - Create a table that lists the following for any programs you are running or have run to-date this school year (since July 1, 2007): program name, estimated cost, description, average daily class size, meeting schedule. You can also choose to use your program chart from the June 2007 report and update it with information from this fall.
  - c. **Budget Expenditures**- Create a budget table listing expenditures by category or use a printout of actual expenditures to-date (since July 1, 2007).
  - d. **Overview of Evaluation Plan**- Create a table outlining the main components of your evaluation plan and note what data and information you have collected or are in the process of collecting in each area. You can use your report from June 2007 updated with any changes for this coming year.
  - e. **Optional.** Any other program materials or brochures that you feel would be useful to the visiting team.

3. **Prepare meeting agenda.** Create an agenda for the visit starting with a 90-minute meeting with the 21<sup>st</sup> CCLC Director, followed by meetings with key partners (e.g., principals, parents, students, advisory board members, teachers) as you choose, and a program visit. If you have multiple sites, you will want to target the focus of the visit or it may be possible for the visiting team to separate into two groups in order to visit different locations.
4. **Host Visiting Team.** VTDOE will form a visiting team to come to your site(s) on your selected date. The visiting team will be made up of VTDOE staff, 21<sup>st</sup> CCLC staff and directors from other Vermont projects, and other professionals and practitioners working in the afterschool, youth development, or education field.
5. **Receive findings report and follow-up phone call.** Within two to four weeks of your site visit, you will receive a report outlining the visiting team's comments and recommendations. After receiving this report, read through the findings and identify action steps to address suggestions or implement changes as needed. Shortly afterwards you will receive a follow-up phone call from Holly Morehouse to go over the visiting team's report, answer any of your questions, and discuss follow-up if needed on any action steps, corrections, or program modifications.



## **AfterSchool Quality Assessment Tool**

Use the tables below to rate your afterschool program in each of the ten quality areas: (1) Afterschool Program Leadership (2) Linkages to the School Day; (3) High-Quality Staff; (4) Safe and Appropriate Environment; (5) High-Interest Programming; (6) School Leadership Support; (7) Relationships with Children/Youth and their Families; (8) Instructional Leadership; (9) Flexible Structures and Student Choice; and (10) Community Partnerships and Sustainability. For each row in the table, read the expectation for a quality after school program and circle a number representing how your program meets that specific expectation. A score of 1 signifies an area where your program is not doing well. A score of 3 signifies a mid-level rating. A score of 5 signifies an area where your program fully meets or exceeds the expectation.

### **I. Afterschool Program Leadership**

<b>Program Expectations</b>	<b>Rating</b>	<b>Comments</b>
1. Program director has strong leadership and management skills.	1 2 3 4 5	
2. A governance system guides the program and is used appropriately by the director.	1 2 3 4 5	
3. Director completes and submits all required reports and documentation to the VTDOE on-time.	1 2 3 4 5	
4. Director attends VTDOE workshops and conferences or sends other relevant staff.	1 2 3 4 5	
5. Director hosts required site visits and participates on visiting teams to other sites.	1 2 3 4 5	
6. Director communicates regularly with the VTDOE and makes VTDOE aware of any challenges or difficulties before they become too great to correct or improve.	1 2 3 4 5	

7. The program has a solid evaluation plan in place and activities are in line with its goals and objectives.	1 2 3 4 5	
8. Director has a system in place for the collection and analysis of program outcome data and uses that information for on-going program planning, improvement, and evaluation.	1 2 3 4 5	
9. Director has adequate time and compensation to carry out the duties and responsibilities of the position.	1 2 3 4 5	
10. The director's position is stable without frequent turnover.	1 2 3 4 5	
11. Director works well with staff, school personnel, parents/families, partners, and others.	1 2 3 4 5	
12. Director is able to explain the purpose and mission of the program and serves as a good representative of the best interests of the children/youth.	1 2 3 4 5	
13. Director has strong experience working in education, youth development, or afterschool.	1 2 3 4 5	
14. Director establishes and maintains well-developed systems and sound fiscal management for the program.	1 2 3 4 5	
15. Director participates in professional development opportunities and is continually increasing his/her knowledge and skills.	1 2 3 4 5	

16. Director has fostered a strong network of colleagues and other afterschool directors to support him/her in their work.	1	
	2	
	3	
	4	
	5	

## II. Linkages to the School Day

Program Expectations	Rating	Comments
17. Programs are connected to the school curricula and to the school's vision and goals.	1	
	2	
	3	
	4	
	5	
18. The program has the support and participation of the school day classroom teachers.	1	
	2	
	3	
	4	
	5	
19. Program director, site coordinator, or other staff communicate regularly with the school day administration, teachers, and staff.	1	
	2	
	3	
	4	
	5	
20. The program has the support and cooperation of school personnel such as: custodians, kitchen staff, technology or media specialist, librarian, nurse, etc.	1	
	2	
	3	
	4	
	5	
21. The program has the support and input of the curriculum coordinator and/or the reading/ math specialists.	1	
	2	
	3	
	4	
	5	
22. The program has support in meeting student needs from the ELL teachers, special ed teachers, guidance counselor, behavior specialist, etc.	1	
	2	
	3	
	4	
	5	
23. Program has access to appropriate space and resources in the school.	1	
	2	
	3	
	4	
	5	

24. Program policies and procedures are in alignment with the school day.	1 2 3 4 5	
25. Teaching strategies and methods used afterschool are in alignment with the school day.	1 2 3 4 5	
26. Program activities and curricula augment and complement the school day.	1 2 3 4 5	
27. Director and/or staff has a program office or space in the school building.	1 2 3 4 5	
28. Director and/or staff attend school faculty meetings or other appropriate team meetings.	1 2 3 4 5	
29. Director and/or site coordinator is visible in the school and considered an integral part of the school staff.	1 2 3 4 5	

### III. High-Quality Staff

Program Expectations	Rating	Comments
30. Staff are well-qualified and continuously improve.	1 2 3 4 5	
31. A careful hiring, screening, and interview process is in place for the recruitment and hiring of all staff and instructors.	1 2 3 4 5	
32. Staff are offered professional development opportunities throughout the year.	1 2 3 4 5	

33. Staff are given time and/or adequate compensation so that they are able to attend relevant trainings, workshops, and other professional development opportunities.	1 2 3 4 5	
34. Opportunities and formats exist for school day teachers to participate as instructors in the afterschool program.	1 2 3 4 5	
35. The program uses a variety of teachers, paraeducators, and other school staff to deliver programs.	1 2 3 4 5	
36. The program brings in outside experts and new materials and programs.	1 2 3 4 5	
37. Afterschool staff attend school in-service trainings or other appropriate meetings alongside school day staff.	1 2 3 4 5	
38. Program staff and instructors serve as good role models and build healthy relationships with the students.	1 2 3 4 5	
39. Program staff and instructors are able to meet and discuss the program regularly or as needed.	1 2 3 4 5	
40. A staff handbook exists and staff and instructors are all familiar with its contents.	1 2 3 4 5	

41. All staff and instructors participate in a staff orientation or other similar training when they are first hired.	1 2 3 4 5	
42. A positive workplace environment is cultivated.	1 2 3 4 5	
43. Staff retention and return rates are high.	1 2 3 4 5	
44. Staff and instructors receive adequate compensation and recognition for the work they perform.	1 2 3 4 5	
45. A system for staff evaluations and feedback exists and performance reviews are conducted each year.	1 2 3 4 5	
46. A system is in place by which the director collects regular feedback and input from the staff.	1 2 3 4 5	

#### IV. Safe and Appropriate Environment

Program Expectations	Rating	Comments
47. Every student feels physically and emotionally safe in the program.	1 2 3 4 5	
48. Every child has an adult on site who they feel comfortable talking to if they have a problem, concern, or if a need arises.	1 2 3 4 5	
49. Safety policies are clearly articulated in writing, shared with all parties (e.g., parents, staff, school), and followed accordingly.	1 2 3 4 5	



50. Safety policies include procedures for incidents, emergencies, mandated reporting, bullying, injuries, transportation, weather-related concerns, staff behavior, student behavior, record keeping, confidentiality, and communication with parents/guardians.	1 2 3 4 5	
51. Clear sign in/ sign out procedures are established, staff follow up on any absentees, and every child is accounted for before being released.	1 2 3 4 5	
52. The program uses spaces and student:teacher ratios that are appropriate and safe. (1-2:1 for tutoring; 1:5 for homework help and small group work; 10:1 for most programs)	1 2 3 4 5	
53. Grantee has made a review of state childcare licensing regulations and has made changes so that each site could pass licensure (if applicable).	1 2 3 4 5	
54. CPR/first aid trained staff are always on-site and EPI Pen training is addressed.	1 2 3 4 5	
55. Procedures are in place for identifying and dealing with allergies.	1 2 3 4 5	
56. Director is aware of any special needs or concerns of students and makes sure the program and staff are able to handle them appropriately.	1 2 3 4 5	
57. First aid kits are available and well-stocked.	1 2 3 4 5	

58. Telephones or walkie-talkies are available for communication between staff and parents.	1 2 3 4 5	
59. Director and staff have well organized paperwork. Coordinators have appropriate paperwork with them at all times, including: who is present, what programs they are attending, how they are going home, signed permission slips from parents, emergency contact information, and health information.	1 2 3 4 5	
60. Program follows the guidelines and requirements of mandated reporting.	1 2 3 4 5	
61. Program staff and stakeholders have reviewed emergency procedures and have practiced emergency drills.	1 2 3 4 5	
62. Program director and staff have met with school personnel responsible for school safety and have incorporated the afterschool time into the school's safety plan and crisis management plan.	1 2 3 4 5	
63. Students are offered a healthy snack each day following proper nutrition guidelines.	1 2 3 4 5	
64. Clear behavior policies exist in writing, are in alignment with the school, and have been communicated to students and their parents/families.	1 2 3 4 5	
65. Program activities, materials, and spaces are age- and developmentally appropriate.	1 2 3 4 5	

66. The program ensures children have access to safe and appropriate transportation to and from the program and for special events or program field trips.	1 2 3 4 5	
67. Any issues, problems, or concerns that arise during the afterschool program are communicated to the appropriate school day personnel the next school morning.	1 2 3 4 5	

### V. High-Interest Programming

Program Expectations	Rating	Comments
68. The program has a strong student participation rate.	1 2 3 4 5	
69. Program offerings are dynamic, exciting, and engaging.	1 2 3 4 5	
70. Programs are student-centered and every participant has a high-interest in what he/she is doing.	1 2 3 4 5	
71. Students of all targeted grades levels participate in the program in equal or appropriate ratios.	1 2 3 4 5	
72. Ample opportunities exist for students to play a leadership role in the program.	1 2 3 4 5	
73. Students display ownership and pride in the program.	1 2 3 4 5	

74. Programs include a culminating activity or other format where students can present or display their learning and accomplishments.	1 2 3 4 5	
75. Instructors are excited to teach in the program and seek out opportunities to work with the program.	1 2 3 4 5	

## VI. School Leadership and Organization Support

Program Expectations	Rating	Comments
76. The school principal is actively involved in supporting the program and meets regularly with the director.	1 2 3 4 5	
77. Director can rely on the school principal for support in solving problems or handling larger issues that may arise.	1 2 3 4 5	
78. The school principal and other personnel visit the program and attend special program events or activities.	1 2 3 4 5	
79. Director has access to or attends the school leadership team meetings.	1 2 3 4 5	
80. The school board or other relevant organizational board is aware of and supports the program.	1 2 3 4 5	
81. The afterschool program receives support and visibility through the school newsletter, annual report, bulletin boards, website, or other appropriate format.	1 2 3 4 5	

82. The school leadership speak highly of the program and recommend the program to students and families.	1 2 3 4 5	
83. The afterschool program is included in the school action plan as a viable option providing additional student supports.	1 2 3 4 5	
84. Members of the school leadership team play an active role on the advisory board, leadership team, or management team for the afterschool program.	1 2 3 4 5	
85. The fiscal agent provides proper oversight, organizational support, and fiscal management.	1 2 3 4 5	

## VII. Relationships with Children/Youth and their Families

Program Expectations	Rating	Comments
86. Programs serve the needs of the students and their families.	1 2 3 4 5	
87. The program is structured and designed to encourage regular participation among students.	1 2 3 4 5	
88. The percentage of students in the after school program qualifying for free/reduced lunch reflects the overall percentage of the school/town/district.	1 2 3 4 5	
89. Program participation is equitable and appropriate between boys and girls.	1 2 3 4 5	

90. Parents/ families can easily reach program staff during the program or at other times during the day.	1 2 3 4 5	
91. Program staff have the time and availability to meet with parents/ families throughout the year and as needed.	1 2 3 4 5	
92. Staff are available and welcoming when parents/ families visit the program or come to pick up their child(ren).	1 2 3 4 5	
93. Special events and activities are offered that include parents and families and these events are well-attended.	1 2 3 4 5	
94. The program supports children/youth in strengthening their developmental assets and well-being, not only in improving their academic skills and learning.	1 2 3 4 5	
95. The program does a good job recruiting students and encouraging their regular participation.	1 2 3 4 5	
96. Parents and families are encouraged to speak with the staff, visit the program, participate in activities, or support the program in other ways.	1 2 3 4 5	
97. Sufficient program hours and days are offered to build regular attendance and to have a positive impact upon students.	1 2 3 4 5	

### VIII. Instructional Leadership

Program Expectations	Rating	Comments
98. Programs enhance student learning and developmentally appropriate growth.	1 2 3 4 5	
99. The goals and objectives of each program or activity are clearly defined.	1 2 3 4 5	
100. Programs and activities are intentionally selected and designed to best meet the grant's objectives.	1 2 3 4 5	
101. A number of stakeholders, including students, help inform and design the programs.	1 2 3 4 5	
102. Program staff collect feedback and input from stakeholders to improve and adapt programs.	1 2 3 4 5	
103. Program staff incorporate knowledge of best practices and promising practices in selecting and designing programs.	1 2 3 4 5	
104. All instructors, stakeholders, and staff are aware of the program's goals and objectives and are familiar with the program's evaluation plan.	1 2 3 4 5	
105. Instructors have adequate planning time and prepare well-thought out lesson plans for each class or activity.	1 2 3 4 5	

## IX. Flexible Structures and Student Choice

Program Expectations	Rating	Comments
106. Each participating student is offered a variety of age-appropriate learning and enrichment opportunities.	1 2 3 4 5	
107. Program uses flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces.	1 2 3 4 5	
108. Programs provide students with exposure to a variety of subjects.	1 2 3 4 5	
109. Programs are of sufficient length, intensity, and duration to allow students to develop lasting skills and experiences.	1 2 3 4 5	
110. Opportunities exist for students to pursue their own interests and learning.	1 2 3 4 5	
111. Additional academic supports or tutoring is available for those students who need it.	1 2 3 4 5	
112. Grade levels are split appropriately and older students are offered different options and opportunities in line with their level of maturity, development, and interests.	1 2 3 4 5	

## X. Community Partnerships and Program Sustainability

Program Expectations	Rating	Comments
113. The program communicates with stakeholders.	1 2 3 4 5	



114. The program has a good reputation or “buzz” in the community.	1 2 3 4 5	
115. Policy makers are informed of project activity and successes.	1 2 3 4 5	
116. Program has the support and involvement of a diverse set of community partners.	1 2 3 4 5	
117. A sustainability or business plan exists.	1 2 3 4 5	
118. A variety of contributing partners financially support the program including the school.	1 2 3 4 5	
119. Director can create a sustainability pie chart showing how different pieces of the budget can be funded by different sources.	1 2 3 4 5	
120. A viable advocacy plan exists, is followed, and is updated regularly.	1 2 3 4 5	
121. A viable sustainability team exists to assist the director in acquiring funding.	1 2 3 4 5	
122. Partners share a common vision and common goals for the children/ youth in the community.	1 2 3 4 5	
123. Partners are working together with the program to help students achieve the program’s goals.	1 2 3 4 5	

124. Partners are working with the program to help deliver programs and activities and opportunities for children/ youth.	1 2 3 4 5	
125. The project has a coherent vision/ plan for increasing capacity that supports continuing growth and improvement.	1 2 3 4 5	

**Program Director's Checklist for**  
**Program Management and Administration**

<b>Program Expectations</b>	<b>Rating</b>	<b>Comments</b>
1. Programs follow the spirit and intention of No Child Left Behind.	YES NO	
2. Budgets are efficiently organized, updated, and monitored.	YES NO	
3. Director meets regularly with business manager to review accounts and reconcile differences.	YES NO	
4. A standard procedure is established for making purchases and tracking receipts.	YES NO	
5. Contracts and time sheets are in place for all employees.	YES NO	
6. Procedures and standards are established for paying instructors/staff in an equitable and appropriate manner.	YES NO	
7. Amendments are requested for changes over 10% of a line item or for a project change of scope and the deadline for amendments requests of April 15 <sup>th</sup> is followed.	YES NO	
8. No more than 30-40% of the budget is allocated towards administrative costs.	YES NO	
9. The project does not charge a percentage for indirect costs unless the supervisory union has an approved indirect rate.	YES NO	
10. No more than 10% of the program budget is allocated for equipment.	YES NO	

11. All equipment purchases are inventoried. If used during the school day, the school has contributed to the purchase of the equipment at an appropriate level.	YES NO	
12. The director is familiar with EDGAR and OMB circulars A-87 A and B and follows guidance in determining allowable costs under the grant.	YES NO	
13. Grant funds are never used to supplant.	YES NO	
14. Director knows the total project costs of the program and has based sustainability and funding requests upon this number.	YES NO	
15. An accounting structure has been established to ensure that all income and fees will be spent by the end of the grant period.	YES NO	
16. Questions, indicators, and objectives are articulated and realistic with an indicator, a target number, and a deadline.	YES NO	
17. Data is used for specific purposes and is related to the project's goals and objectives.	YES NO	
18. Student attendance data is tracked daily with clear sign in / sign out procedures.	YES NO	
19. All staff follow FERPA in handling and recording student data.	YES NO	

20. Person(s) responsible for collecting and synthesizing the data and using the database are facile with computers and electronic data management.	YES NO	
21. Director checks regularly (at least monthly) that data are being collected and stored properly.	YES NO	
22. Regular back-ups are made of all data.	YES NO	